

R.R.M., a Service to the State +
This morning's address.

Yesterday we spoke of some of our
funding principles & how they should
influence us individually. But
these are days when we feel that we
are all due to the Community, if only
for the sake of our men who have fallen.

Many schemes are being tried
for the bettering of the nation, but
we hardly begin to see results & more
of us are painfully anxious to do
something in which the State will
be the better if only indirectly & for all
~~R.R.M., a Service to the State~~
we have received.

(unfurnished)

Demands

I have tried to establish that the Thurston opposed by the American type of construction school has had no good effect upon money & money + no discernible good effect upon industries.

That England's needs are necessary to follow Germany's lead in this matter to Germany herself ~~follows~~ actively, and ~~superiorly~~ - by paying a high price for our goods.

~~From the New York - by the same as, April 11/17~~
 Here we get "Civilians" for the general or not - remaining to be seen. but we have all chinkled over these things in our "German" & are delighted to have them in a handy form. Then too, they give a proper critique & promise in one of the events of 1917 -

What is ~~the~~ ^{the} wanted a democratic education & include not
only the gift - the aristocracy of mind, ^{helps the rich & poor} but every body
+ now is in a position to state that such an
academic education will of necessity reach
only the gift & few, the humanities ^{is English} make a
general appeal. It ~~has~~ caused to count
after the first 10000 Chr. in elementary schools
who showed themselves capable of doing happy &
excellent - humanistic work, but we ~~can~~
a position know now that history, drama, literature,
poetry, of the best, - with appeal to every one, of the
young persons qualified by age for a sort of
higher or cont. sch.

This universality of mind capable of dealing
with knowledge in its three kinds, knowledge
of God, ^{the real} chiefly from the divine writings, knowledge
of man, ~~from history & literature, & his~~ ^{his} ~~knowledge~~,
knowledge of the material world, science &
~~the work~~ ^{the work} ~~well~~ ^{well} ~~address~~ ^{address} ~~to the~~ ^{to the} mind in the
same appears to be a universal possession,
& every one should have the joy & the manifold
interests that such knowledge affords. Only a
few on the other hand, some body chosen, in a high school,
will excel in academic knowledge whether mathematical or
empirical or scientific. By all means let these have

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their opportunity. We shall always want
mathematicians & philosophers. ~~if only~~
~~to instruct the rest.~~ But he need have their
claims too. The stability proper to persons
who have read widely ~~if not very~~ widely should
belong to us all. At the present time it does
belong to the professional & upper classes - to
public school men, ^{for example} ~~in fact~~ who, whatever
may be their short-comings, make themselves
felt - when they are to do a good deal of the world's
work. Some influence the playing fields
of stars; anything but their school work gets
credit for this admirable stability. But
suppose that after all their humanistic
studies have a tendency to make everything
I am worth doing even when they are done
with ^{little credit} ~~no credit~~ or profit; suppose that a sense of
duty impels the educated classes, & the
however insistent personal claims are
they are subordinate to the claims of
service, why then is the very spirit we
want to see in all classes of our
country men & the surest & every
possible way to such a temper of mind is
through a liberal education.

London Branch

at 7.30 p.m. 56 4

I am particularly glad to be invited to speak
(through our honored Hon. Sec.) to the members of
the London Branch of the R.W.M. at this juncture,
a most important one educationally not
only for our Society - but for the nation & the world.

We have all heard tremendous of educational
reconstruction which possibly affect us
as does the resumé of London traffic - we
do not analyse ^{the war} nor consider what it all
means. Let me invite you to fix your
earnest attention to the question of education
en bloc, because the R.W.M. is now being
called upon to play a distinguished part in
the upbringing of the coming generation:

I am not speaking now to members
of this our children but of the education
of the country, in which we are required to
give a lead. We may say with the prince
in "Ranunculus" "How the world is to be built

"peopled" but educated" is not my
~~concern~~ ^{concern} needs not to be yours". That
has been our attitude in the past, even
ours as a Society; but great things have
happened to us: it has been found that our
R.W.M. way of educating our children is

capable of being used with incredible effect on
children of all sorts & conditions. Things that
have not been done before since the world
was are now done through the movement
which ^{we} are 'in.' Our Am. Sec. could
take a marvellous lot of children of the Church
of ~~out~~ a big northern town; he could members
of our executive committee; our org. Sec.
could unfold a lot which should hold us
for days on end. We need not be afraid
that such tales would leave us cold; no,
education is a vital thing whose pulse we feel.
+ we can no more listen coldly to the tale
of real education than we can to the tale
of Florence Nightingale or of John Howard, or any
other of our benefactors. For we are all on body.
There is no man that only a philanthropist
or a philosopher has others has given much thought
to the matter? In the same reason that things
the machinery, I
a great cotton mill is wonderful part of the
the wonder tales as we in baby as how we
are chiefly, arms of noble noble noise & dull.
Our education in all classes of society has
become mechanical with little interlude
of interest; the results are remarkable but
not interesting; examinations are worked for
+ candidates pass with distinction; a servant

10 would ^{very} ~~not~~ ^{be} the good old days. I applied for a
place in as good a letter as any one need
write; people, all the people, are educating up to
a certain point but are not as they would
say themselves "the better of it." Education
has failed to bring to any class of society
new interests, keen mental enjoyment,
aesthetic pleasure, elevation of character,
principles of conduct. O further & then
of the upper classes try to make up for
the defects of their education in these
respects but not always with much
success. Some ~~and with pseudo~~
dined at the house of a young man who
had built a reputation on Keats. He
looked up favourite poems to be ready
for a feast of enlightened talk. But his
host was a mere collector. He had cash
editions & every commentary & was
absolutely blank to any remark about
the poems themselves. Apparently he had
not read Keats at all but only collected.
The education we give at its best, makes
such an attitude of mind possible.

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Let us think of our Society as one of the 'Services', that is, to the State; an idea we are all feeling after. "Save the country" appeals to all. What can we do?

Absolutely no first service to the State is to present it with good citizens, well bred of schools, nearly all families, as its intention at any rate labouring towards that end.

What are the qualities that just make a good citizen? How far does a P.M. child exhibit them? We may for convenience think of the children here for P.M. childrens heads their generally traits, exhibit a certain mark-mark by which they may be known. A mark composed of a number of unbroken markings: One of the audience suggested 'Integrity' as one of these; you all know how straight your children are about their

examinations; how free they are from
shifty ways, they know as they don't know
& are quite simple about the matter.
These children do not 'ear-carry' or creek
or transgress in any of the venial perished
ways common among school children. Is
not this attitude which we term of roughly
an integrity just what we want in our
citizens of all classes?

Again, the absence of self-consciousness,
self-conceit, vanity, display, has been
noticed in these children (who are
simply average school children). These
are qualities that should make a citizen
put his duties before his rights, & ones
more, should not such citizens be
an asset to any nation?

This audience has been struck by their unassuming
obedience, again, what could a state
desire more than citizens who obey
its laws without knowing it (as indeed

most of us do.

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There is a singleness of purpose & motives about them which augurs well for their future as citizens. ~~that~~ ^{that} promises another kind of purity about which we are all a little anxious, which is best ensured by a well nourished & active mind, for Satan finds some mischief still for idle minds to do.

Another asset - afforded to our ^{mentally} children is the ~~power~~ of instant, absolute attention, what is called concentration. Think what it would be to the head, home or a factory, a ship or a department, to have of fixed intelligent - attention given to every instruction! It all seems in one way or another, but the capacity to serve is dependent on the habits of concentration.

You see claims that all these many more of the properties of a good citizen

depend on due nourishment with fitting knowledge. Let me repeat, knowledge is, (to give a stumbling definition) is, Information touched with Emotion; if I may adapt Matthew Arnold's definition of Religion. In his reason it is that only literature & art - offer children the pabulum they require: who can feel emotion over a compendium, however praiseworthy?

But literature, whether in the form of history, poetry, drama, scientific treatise, nourishes the soul, & with all the world in one scale & a single soul in the other, the soul holding the world kicks the beam.

A good citizen must know about the laws of his country, the means of administration, how the constitution of his country has developed - the things

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He must learn from a pretty wide
reading of history - English, European,
French, Ancient, - the stirring tales
of the services rendered to their countries
by great citizens throughout the ages.
History reads, How Horatius kept the
bridge in the brave days of old, with
secret resolves & dreamy eyes.

Perhaps the first business of
a citizen is to be self-supporting; or at
least to be continued should he
brought us to learn their living, it
may be by administering their own estates
or by more direct service, then
we are content to let his self-support
duty end! But indeed this is only
the beginning: Think of the people who
lose us by their inanity; see us
by their flippancy & the trivial nature
of their pursuits, who let us a page
on which to hang an idle hour, and

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Add this to Miss
Mason's second article

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be shall as there are other ways of
supporting himself which a citizen must
practice besides that of putting his own
bread & butter,

The mind is inexhaustible throughout life,
in its demand for daily bread; we do not
recognize this fully, & therefore so many
of our old or middle-aged people become
nervous, & tire some & incapable of sharing
the intellectual interests of their children.
The ~~former~~ ^{present} up citizens in whose bringing up
he has had a part has had ^{many of} his ~~immense~~ ^{immense}
emotions stirred by his "lovely books," "glorious
books," & the emotions of the moment
has translated the ~~essence~~ ^{has translated}
the facts of history, travel, Science, the power
of poetry or tragedy, into vital knowledge.
That is the reason raison d'être of
narrating; the reader recovers as it were
what he has read & looks at it; & in
this looking his emotion becomes fresh.

The Greeks recognized two emotions
by the stirring of which tragedy should
educate the people; but we try not only
to purge the soul but to interpret it, ^{by} soul
by pity, tenderness, awe, reverence,
delight in beauty, noble emulation
in heroic action. The hundred impulses
that play on the mind (or soul) ~~in~~
— by this play, transform the information
we ~~take~~ receive in literary form into the
knowledge by which we live.

In ~~securing~~ ^{securing} our children know
good books + plenty of them, we secure
a delightful field of thought + reservoir
of interests for ^{their} after life; the child of the
"Hill" & the hamlet grows up with this
common possession, + there is delightful
good fellowship ^{is} secured.

The high moral standard, the concentrated
attention of school days, are being N—

to be on labor for good food, & master
 & man are alike blessed.

We have tried to show how pictures &
 music, birds & flowers & trees, property
 local history & geology, the atmosphere
 of present time - (what village is there
 that has not - bred one great man?)
 (like the "Gospel Room" or have the drama, many
 public reading, ^{beautiful handcrafts} ^{the drama} many
 literary exercises, dances & song, many
 5) all become, some, hours delights, all

the joys of the village community.
 A village hall & the Carnegie library
 or all the ^{citizens} ~~children~~ brought up in
 our schools require to make them

in every sense, mental, moral
 physical, self-supporting citizens.
 We have seen how our teachers,
 while leading, appear to take a back place
 & let the children's minds have
 free play; so, if I may make a
 suggestion, it is better to indicate

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These educated villagers & townsfolk 13th
what is open to them in the way of
intellectual life. Now it is leading
things, get up plays for them, lay
ourselves out to amuse them in many
kind ways; the hamlets - many invite
the hall to take part to sing at a
concert, ~~take a part~~ ^{present a character} in a play, & the
like, but the village community
should organise its own pleasures,
on the basis of healthy lines, perhaps.
But we have tried to indicate for
indoor & out-door life.
You will not say, this is only

for posterity, - "What has posterity
done for me?" as a matter of fact we
all live for posterity & that is their
business in the world. But we shall
not have to wait for 'posterity' to
grow up. What the children know
the parents learn & delight in; the

The field is already white to the harvest.
 An apt-nucleus is the village P.S. School; already in two or three cases has a Parents' Association been set up (owing to Mrs Franklin's initiative). But village clubs, institutes & the like are widely spread & perhaps we may be allowed to introduce a more intellectual element into their working, eschewing lectures, providing concerts & the like & encouraging the people to be their own purveyors - on their lines!

A dull life makes for content & happiness & these, for the stability of which the nation is in sore need, all very well, say you, in Utopia! but - what of our unhappy country where industry - by strikes, is continually interrupted by strikes, called off every 3, 4,

Whimsical reasons? Education as we
 interpret it - is the only remedy.
 We have but to read of the bitter
 wrongs which led to ~~the~~ issued in the
 Chartist riots, in Disraeli's 'Sybil'
 for example, to be assured that the
 people must hold in their own hands
 an instrument of redress; but education
 should ensure that this terrific
 implement shall not be ~~called~~ handled
 impulsively & hastily. What the League
 of Nations should do to hinder or regulate
 wars, that I believe we of this or
 insignificant society - may do to
 hinder strikes; the educated classes
 do not strike. Educate the nations
 & if strikes come, they will be first
 well considered by balanced minds; no
 strike will be called without long & general

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deliberations; we shall have secured the
passage in ^{relation to} social upheavals that the League
of Nations aims at in the prospect of war.

But - educate, educate, educate,
is the watchword of the day; in what do
we of the PRM differ? ^{Chiefly} in two ways.

Equal opportunities ~~to all~~, is the ~~sanctity~~
offer of the State; this is no new thing;
in countries where there is no hereditary
aristocracy like China & Turkey, it
has been the rule for many ages. The
Roman Church which is before all
things democratic ^(to ecclesiastics?) has always offered
unlimited opportunities for the filii: ~~the~~
according to -

"The good old rule, the simple plan,
Let him talk who has the power,
and let him keep who can," -
A rule as applicable to stores of the mind

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as of the pocket. The demagogue,
the Socialist; the Bolshevik or the
outcome of an education snatched
as it were by mind-force.

We spread education, not for the ^{only} fit
but for all, ~~that~~ ^{to} partake, even the ^{only} 2
backward child; seek classes
to send out contented citizens, capable
of a right-judgment in all things,
religiously, morally, socially,
physically fit to take their due part
in a happy ordered State.

Again, the manner of our education
differs; Schools in general send
forth scholars who have learnt how
to learn; (they rarely show that
they have learned this art!) We
send out Scholars who have learned
+ do know + find knowledge as
delightful that it becomes the pursuit
+ happiness of a lifetime.

17th June 56

2000 years ago it - was said
to a dozen undistinguished men -
to go out into all the world &
preach the gospel to every creature?
+ they did. ^{in the name of God}
We too have a gospel to preach;
we who are here who represent
thousands of R.R. members, are
vastly better provided as far as
numbers go ~~for the~~ to spread this
new Renaissance. Let us all
be up & doing; the ~~power~~ enthusiasm
patent in this room alone is
enough to convert a world; let
us make our own people
able to prefer (to act!) Shakespeare's plays
rather than the ~~trivialities~~ ^{make} ~~of the music hall~~
~~in England's press & pleasant~~ ^{and}
Let us do battle with the schools
for a liberal education ~~for the~~

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boys we send them. We cannot
make or find a substitute for the
Public Schools - a great national
achievement; but - we can urge
the willing mind of Masters &
Read to afford at least the six
or eight hours a week ^{devoted} ^{to} ^{the} ^{teaching}
to English & History. ^{to} ^{the} ^{children}
we have found marvellous effect.

In our P.M.S. girls, I do not know that life offers compensation for the loss of the work in the Fifth & Sixth Forms. Let them work out their scheme of liberal education to the full, if only that they may be prepared to take up the Cause which I am tempted to urge on listeners so responsive & encouraging. We know the way, we lack the means,

we see the opportunities everywhere -
elementary - secondary, private & public schools as
let us part with the pledge -

open to " I will not - cease from mortal strife
attack! Nor shall my sword ^{sleep in} fall from my hand

Ull I have built Jerusalem
in England's green & pleasant land."

and ^{may} God be with us in our labours!

* The writer must apologise if these notes
contains more of what she meant to
say than of what she actually said.
The ~~most~~ friendly attitude of her
hearers tempted her into informal talk.

Some R.N.T. Principles

It gives me + gives us all extraordinary pleasure to meet - so many R.N.T. Members here today, especially when we reflect on the fatigues of travel through the weary hours of a long, hot & dusty day; & Members are here from Ireland, Scotland, Wales, & the most distant as well as the nearest countries of England, & of course, London has sent a large contingent. notwithstanding the 'Season'.

A few delegates from other educational Societies have honoured us by coming, & the general aspect of this 'great gathering' is undoubtedly R.N.T.; we are used to the same thing in the children who soon develop what used to be called in my early-Victorian youth an intelligent Countenance; & it is this ^{same countenance} ~~that~~ ^{seen in this} 'great gathering'.

Some of those present - have ~~seen~~ upheld our
 teaching. Mrs Joyner & Mrs. Lady Campbell
 brings a daughter who is a mother & member,
 Mrs. Edward. Glover, does not bring a son who
 is a father, but we all know Mr. Coburn
 Glover who carries on our training
 in Musical Appreciation ^{so brilliantly} in the Parents,
 Review, & whom I first met. as a
 'musical baby' of three!
 To our Honorary Secretary ^{we owe it that}
 as a society - we have lived in good
 fellowship for more than a generation.
 We must own up to our grand friends!
 The Rev (charming) Hon. Sec. felt conscientiously
 impelled to introduce ^{our prospects} ~~into~~ during my
 absence from England for reasons of health,
 a clause stating that our principles
 of education were "according to Froebel
 & Herbart." Much discussion ~~was~~
 followed because, though I had not then
 spoken of certain educational discoveries,

that at heart principles quite alien to
 those of the two great educationists in question.
 A committee meeting was called. a
 general meeting! It failed to appeal to
 compromisers, & our loss, left at the head
 of half a dozen or so able men, rather newly
 elected, walked forth & left us ^{desolated} ~~in a~~.

I thought the Union would go to pieces,
 but not a branch fell off, ^{another} ~~many~~ members
 withdrew, & our losses were soon made
 good to us by our new honorary organizing
 secretary, then a young & ardent mother,
 who filled the breach, & like the end of a fairy
 tale, we have lived happy ever after,
 you do me the honor to call me
 your founder; now a founder is a person
 who is or should be ^{very} properly shelved,
 & may well be a nuisance when he is so,
 goes on finding continually advancing
 thought - This is what our Union ^{now}
 its execution has not only allowed but

Solicited, & perhaps this is why we are
 a progressive Society in the forefront
 of educational thought. The RPEU has
 (taken pains to master ^{distinctive} ~~an educational~~
 philosophy of education which ~~will~~ ^{will} come
 of us before ^{will} do great things for the nation
 & the world; it is indeed already
 doing great things for many thousands
 of children & their homes.

This spiritual edifice, shall I call it,
 is a sort of coral atoll raised by immense
 workers. There is our Don, Secretary who for
 these 30 years ~~more~~ has worked with
 whole-hearted zeal & single-minded understanding,
 who cares more for our philosophy
 than even for its results, & who, with
 his committee, has afforded never failing
 sympathy & support to every new development
 to influence us; there are also deeply
 lamented friend & colleague, W. F. Blenkin
 succeeded during the last decade, in getting
 a village school in the Yorkshire collieries

to demonstrate that notwithstanding a very
 scanty vocabulary, ~~little~~ ^{nothing} in the way
 of cultured surroundings - ~~And~~ the children
 of colliers, for example, are just as fit to
^{intellectually} ~~be~~ ^{as} liberal education as are those
 of the leisured class, - the committee
 led by Mrs. Hon. Sec, threw themselves
 heartily into the new departure & appointed
 an organizing Secretary to visit & help these
 schools. We all know Miss Perish, & some of
~~many~~ ^{many} regret - that she joins to the college
 what was meant, not for the State, but for
 the whole work of the Union. Let me
 reassure ~~some~~ ^{them} ~~about~~; her work here is
 just as indispensable, & will perhaps
 prove as far-reaching as that she did
 from 'the office'. This followed Miss Dix,
 being all so enthusiastic, ^{now} one of H. H.'s Inspectors
 of Schools, & lastly, we all know & rejoice
 in Miss Pennefather whose brilliant
 powers & devoted enthusiasm have already

effected great things;

Then, ^{we have} ~~there~~ is the band of distinguished women, stalwart members of the Executive, who have held up Mr. Franklin's hands for 3 generations, half a dozen of whom we have with us today: the recent chairman of the Executive, men of distinction also, the last and not the least honorable of the dead masters of Westminster, ^{to each of} whom, ⁱⁿ with ^{the} ^{inconvenience} at 2 o'clock, ^{that} ^{the} families with

home schoolrooms, so largely & delightfully represented today; the heads & teachers of a great many schools, primary & secondary, also well represented; the large & lovingly interested contingent of families, some of whom are to be found in every one of our Dominions & Colonies: the poor & fine hundred old students who are labouring for the cause; my fellow-labourers

Joseph H. 2456 &
and Preaching School

my fellow-labourers in College. We
are doing great & original work, whether as
lecturers, ^{School-Business} or Secretaries. In fact, I
feel like a drone in a hive of workers,
especially when I look at ^{my} ~~the~~ Chairman
who comes amongst us like a comet
with his tail of some seventy schools
great & small in the large county of
Gloucestershire! Let us all praise
God for men, some more than
you will allow me to name, who is
prevented by illness from being with us, -
Rev. William Ramsley, who is an ever
welcome visitor in the schools of
Yorkshire, Gloucestershire & else
where, ^{who} & has served us by means of
many addresses & articles, as
have many other friends ^{of} our cause.

especially when I look at our Chairman
his hair in his hair falling on his
hundred schools ^{41/2} thousand

What after all are ^{those} principles which we at
Lancaster ^{of advanced} just show a tangible result in two
Let me just show a tangible result in two
inviting you to look at many such
specimens in St. George's room, most
examination ^{you} rather built - but

James ~~James~~ papers; ^{each set}
these are only ^{of} specimens of what each child
could do. They read many books.

probably the question ^{is set} on each book; a
question. The cleverest crammer could not

forecast: whether they have read 50
or ^{2,50} 250 pp, the answer equally full
clear & accurate & to the point; & that

is more, all ^{are} couched with ~~enthusiasm~~
~~to quote Mr. A's def. of religion~~ ^{to every day that knowledge is}
life were long enough, the ^{the} ~~the~~ comes.

Ans. 10 or 20 questions on each book is
sufficient, & each child w. send in a volume
of 200 - 300 pp. of ^{his} ~~his~~ knowledge
all & even more than ours.

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regards
As for the lessons you have listened
to with enjoyment & the pleasure, may
I let you into the secret. The children
always pay absolute attention; nothing
need ever be repeated; no former work
is revised; they are always progressing,
never retracing their steps, never going
round & round like a horse in a mill.

This infinite power of attention
in every child (and grown up), our
discovery, is an RWH principle
which puts education on a new footing.
It promises the ^{every-day} Renaissance of
all long & see. People are becoming in-
creasingly with knowledge. Children & grown-ups
for of course parents & teachers share the
delights of their children. No secondary
motive, marks, prizes, places or the like,
is required; children work with joy for
the pure love of knowledge.

But what - then is knowledge? That is, ^{is prophetic}
question which as yet - nobody has been
able to answer. Our approach to
solution is, to adapt - Matthew Arnold's
^{definition} of religion. Knowledge is information
touched with emotion: feeling must
be stirred, imagination must - picture, reason
must - consider, nay, conscience
must pronounce on the information
we offer before it becomes mind-stuff.

Through the current - best books of the school
must needs be scrapped & replaced by
literature. That is, by books ^{the writing of} into which the
writer has put his heart, ^{as well as a} this highly trained mind.

That is another P.M. principle; we use
more but - living books.

Then, a healthy mind is as hungry
as a healthy body, & wants a large quantity
of fit pabulum; also, the mind, ^{too,} ~~also~~ hates
'everlasting tapioca', & must have ^a very various

diet
selected, not at random, but according
to its natural requirements.

Matthew Arnold gives us, 'if not a
definition, a rough classification
of knowledge: knowledge of God, of man,
of the universe, or, as we might put it,
Divinity, the Humanities & Science;
these three are the natural requirements
of every child of man. So his ^{Syllabus} ~~requirements~~
must needs be wide, well-proportioned
well-balanced & exhaustive. Now
is another R.R.M. principle which
we act upon with courage & decision
because we know of that inexhaustible
fountain of attention ~~in every child~~, that
hungers & thirsts after knowledge & that
discriminating taste which can feed only
upon literature & art, which are inherent
in every child.

For the knowledge of God, we use the Bible, ^{the}
certain devout & up-to-date commentaries.
We avoid that school-boy used to call pi-paw -

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We do not ~~short~~ ^{show} much, an appeal
to ~~their~~ feelings, nor show ~~them~~ pictures,
nor introduce models or handicrafts,
but the sincere piety of ~~their~~ children is
remarkable, & is perhaps due to the fact
that they are never bored but always
keenly interested.

From the age of twelve or so, ^{they} ~~seem to~~ ^{read}
read a life of Christ in verse. They seem to
recognize that the poetic point of view
helps them to realize the Divine life, in ^{the} ~~the~~
the Epic of the ages. A girl of 13

lacked in her examination the question:
"The people ~~is~~ in darkness" ... "I am the
light of the world" - How as far as you are the
means of these ^{later} ~~later~~ generations.

She was not asked to write in verse, & was
not a beautiful instinct which ^{laughed} ~~laughed~~
had to recognize that the phrases she
had to deal with were essentially poetry &
that she could best express herself in
verse?

(Poems)

friend & follower of the great disciple.

- (c) St. James - known as St. James the Just, was head of the Christian Church at Jerusalem. He was the brother of our Lord, but not till late in life had he ~~bel~~ believed in his divinity. Too late had he realized that the Brother, with whom he had spent his childhood at the carpenter's shop in Nazareth, was the Son of God, who had long been promised to the world. After the death of Jesus, James at last believed, & became the leader of the church of Christ. He was a good man in his way, keeping strictly to the Jewish laws; but perhaps rather narrow-minded. How much he must have felt he had lost, in not realizing until too late that his Brother was Christ our Lord.

To go at
end of
X folio 12

"The people sat in darkness": "I am the Light of the World".
Show ^{as far as you can} the full meaning of these statements.

B995

The people sat in darkness - all was dim,
No light had yet come unto them from Him,
No hope as yet of Heaven after life,
A peaceful haven far from war & strife.
Some warriors to Valhalla's halls might go

And fight all day, & die. At evening, lo!

They'd wake again, & drink in the great hall.

Some men would sleep for ever at their fall;

Or with their fickle Gods for ever be:

So all was dark & dim. Poor heathens, see!

The Light ahead, the clouds that roll away,

The golden, glorious, dawning of the Day;

And in the birds, the flowers, the sunshine, see

The might of Him who calls "Come unto Me".

The Humanities covers a wide field:
~~history~~ ^{poetry}, the dramas, history, literature
 biography, languages, essays, & in fact
 where is the line to be drawn?

You have heard some specimens of
 the children's quickness of apprehension,
 complete comprehension & accurate
 reproduction of passages, not chosen
 because they were interesting but
 because they followed in each case

Castro's week's lesson on the same
 subject. Many parents & teachers here
~~must have felt~~ ^{no doubt} that their children would
 have 'narrated' in an even more miscellaneous
 way, ~~and doubt~~ ^{they were} right; there
 seems to be no limit to what these
 'incredible children' ^{can} do.

But I should like to call your
 attention to one point which you will note
 see fully illustrated: this method of
 * Mr. Rawnsley on certain ^{primary} elementary schools.

Narration lends itself amazingly
^{to teaching} foreign languages, & promise
 to make of us long-winded ^{folk} ~~books~~, &
 nation of linguists with copious
 vocabularies.

The children ~~will~~ need (once only)
 a scene or two from ^{it} ~~it~~ ^{used} ~~it~~ ^{fluent} French, ~~fluently~~ & grammatically.
 The students will listen to a rather
 long lecture on Molière, from Mdl.
 Pierson, & when it is finished
 will narrate it practically without fault
 or omission. Of course they have
 never heard ^{this lecture} ~~it~~ before, (though it was
 delivered to another division of the
 Senior Class at the Students' Conference
 a month ago). lectures in
 Miss Gardiner's, our ^{Class} ~~Classics~~ ^{hear} ~~Class~~
 will ^{with} ~~construct~~ ^{with} a class a passage
 from Cicero, & they will narrate
 the passage, acquiring a better
 vocabulary & knowledge of construction
 in the act. Miss Parish is obtaining results

fully as remarkable in Italian,
 & until this year German has been
 studied to as good purpose.

In Science, too, we have perhaps
 our peculiar methods; we do a
 great deal of field work, — geology,
 geography, botany, natural history, but
 we also use many living books. French
 Scientists have perceived the poetry
 of science, & France owns a splendid
 library of Scientific works of the nature
 of poetry though by no means written
 in verse; some of these have been
 translated & we gladly use them;
 but, also, we have a few volumes
 of our own, written by our great Scientists
 which fall under the heading of 'the Humanities',
 because they are literature of the best;
 these our children use & they are
 helped to see what they look at & learn to
 wonder & admire. Also they marvel

